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| **Student name:** | **Student Number:** |
| Stage 208.01.2024 to 05.04.2024**Teaching File – record of weekly reflective discussions.** |
| **Week 19 08.01.2024.**University Big Question – [T2] How can pupils attainment be accurately assessed, as part of the cycle of planning & teaching, including target setting & use of whole school data?Subject lens focus – as part of Stage 1 reflections this week, summarise your use of data with specific Science classes on SE1 placement. What will you learn and how will you take it forward into your SE2 placement? |
| **Week 20 15.01.2024.**University Big Question – [T3] What is your understanding of the planning, teaching & learning strategies that are effective to ensure the progress of pupils with SEND? Subject lens focus – as part of Stage 1 reflections, summarise your use of SEND strategies for specific Science classes, or teaching & learning activities, on SE1 placement. What will you learn and how will you take it forward into your SE2 placement? |
| **Week 21 22.01.2024.**University Big Question – [T4] What ‘additional factors’ inhibit the progress of pupils? How might these factors present challenges in the behaviour, & progress, of pupils? Subject lens focus – how might a science lab. pose risks regarding these ‘additional factors’? |
| **Week 22 29.01.2024.****Target(s):**University Big Questions - [T1] In the context of your [anonymised] placement school, what ‘additional factors’ may be of concern to the school community? Subject-specific focus - looking at the profile of your SE2 school, to what extent will you have to plan to mitigate ‘additional factors’ and how might you do this? |
| **Week 23 05.02.2024.****Review of last week’s target(s):****Setting new target(s):**University Big Question – [T3] What range of strategies, that challenge pupils regardless of their prior attainment or ability, will be effective with your classes? How do you plan to gain support from experienced colleagues to ensure planning & teaching includes successful strategies? Subject-specific focus - What good strategies seen during observations of your more experienced science colleagues have you seen? What key points will you incorporate in your teaching in the department? |
| **Week 24 12.02.2024. Asynchronous learning activities.****SGP760 SUBMISSION.** |
| **Week 25 19.02.2024.****Review of last week’s target(s):****Setting new target(s):**University Big Question – [T4] What are the key features, & your understanding, of the school’s framework for effectively managing behaviour in your classroom so ensuring you are planning to set high expectations of behaviour, & values, for pupils in a positive learning environment? Subject-specific focus - how does the science department use the whole school Behaviour Policy to encourage good behaviour in science labs., especially for practical work? |
| **Week 26 26.02.2024.****Review of last week’s target(s):****Setting new target(s):**University Big Question – [T2] What strategies can be included in a lesson that will enable pupils to monitor & regulate their own learning? Subject-specific focus - Describe and explain a specific lesson, or class, where you have planned for pupils to monitor & regulate their own learning this week? What went well and what would you change next time? |
| **Week 27 04.03.2024.****Review of last week’s target(s):****Setting new target(s):**University Big Question – [T3] What have been your strengths, & areas for development, when planning & teaching lessons that are appropriate for pupils’ stages of physical, social & intellectual development, with adaptive practice in your delivery? Subject-specific focus - Describe a specific science class or lesson this week where you have had to be mindful of pupils’ stages of physical, social & intellectual development. What adaptive practice did you include in your teaching or resource management? |
| **Week 28 13.03.2024****Review of last week’s target(s):****Setting new target(s):**University Big Question – [T4] How have you shown that you have developed appropriate teacher-pupil relationships & used these effectively through clear routines which support pupil wellbeing? What decisions have you made that shows you can select from, & use, a range of strategies to manage pupil behaviour? Subject-specific focus - what impact have these relationships, routines and strategies had in your science lab. this week?  |
| **Week 29 18.03.2024.****Review of last week’s target(s):****Setting new target(s):**University Big Question – [T1] How have you shown, & applied, a working knowledge of equality legislation to foster respect in your classroom & wider school community? Subject-specific focus - Reflecting on your development in your role of a science teacher, what are the key successes for you for Theme 1 and what areas do you feel you need to further develop in?  |
| **Week 30 25.03.2024.****Week 31 01.04.2024.****Easter Break** |
| **End of Stage 2 Summary Statements** |
| Professional Mentor comment:Signed: Date: |
| Mentor comment:Signed: Date: |
| University Tutor comment:Signed: Date: |
| Student comment and actions for Stage 3:Signed: Date: |